

A PLAYBOOK FOR DATA:

Real-life scenario demonstrates Learning Forward's Data standard in action.

By Stephanie Hirsh and Shirley Hord

In this excerpt from their book, *A Playbook for Professional Learning: Putting the Standards Into Action*, the authors describe a real-life scenario from a small, rural district to illustrate how to use the essential components of the Data standard in daily practice, offering advice and analysis as well as guided reflection questions. A tool from the book offers an activity to promote team discussion.

THE X FACTOR IS 'WHY':

A clearly defined purpose boosts the impact of data analysis.

By Anne Conzemius

Leadership's role is to begin any data conversation by stating the purpose of the analysis and to provide appropriate resources, tools, and processes that teachers need to make good use of collaborative learning time. When data are well-organized, relevant, and targeted toward specific purposes, teachers' professional learning will be efficient and profound.

TEACHERS HARNESS THE POWER OF ASSESSMENT:

Collaborative use of student data gauges performance and guides instruction.

By Phillip Herman, Peter Wardrip, Ashley Hall, and Amy Chimino

While better use of data by schools and districts is critical to improving student outcomes, the most direct impact comes from teachers using evidence of student thinking and understanding to improve instruction. Two 4th-grade teachers have developed a weekly assessment that helps them—and their students—gauge how well each student understands and can demonstrate mastery of learning standards.

LINK DATA TO LEARNING GOALS:

Common district assessments connect teaching effectiveness to student performance.

By Kay Psencik and Rhonda Baldwin

Douglas County (Ga.) Public Schools is using common district assessments to create common

learning experiences for all students and establish a clear connection between teacher behaviors and student growth and performance. One teacher team's story illustrates how using Georgia's teacher evaluation system to inform professional learning improved teacher practice and student results.

SCHOOL-BASED COACHES PLANT SEEDS OF LEARNING:

A districtwide approach to data analysis promotes job-embedded learning and improved teacher practice.

By Rachelle Hill and Lori Rapp

Lewisville (Texas) Independent School District introduced school-based data coaches to assist teachers in using data to increase student achievement. Coaches schedule content-specific data conversations, help teachers create action plans, and follow up to ensure plans have been implemented. Test scores show the district is closing the academic gap between white and limited English proficient students.

THE RULES OF EVIDENCE:

Focus on key points to develop the best strategy to evaluate professional learning.

By Thomas R. Guskey

Just as we urge teachers to become more purposeful in planning instruction, we need to become more purposeful in planning professional learning. Gather the most valid evidence on the effectiveness of professional learning by determining the outcome at the start, using multiple sources of data, and including comparisons.

PUT DATA IN THE DRIVER'S SEAT:

A deeper understanding of achievement results is leading change in one Washington district.

By Barbara Bergman

Federal Way (Wash.) Public Schools sets aside three days each year for teachers to analyze student data. Using what they've learned, teachers set measurable goals in reading and math for their students, select best-bet strategies to address the identified needs, and map out intervention plans for individual students who need additional support.

feature

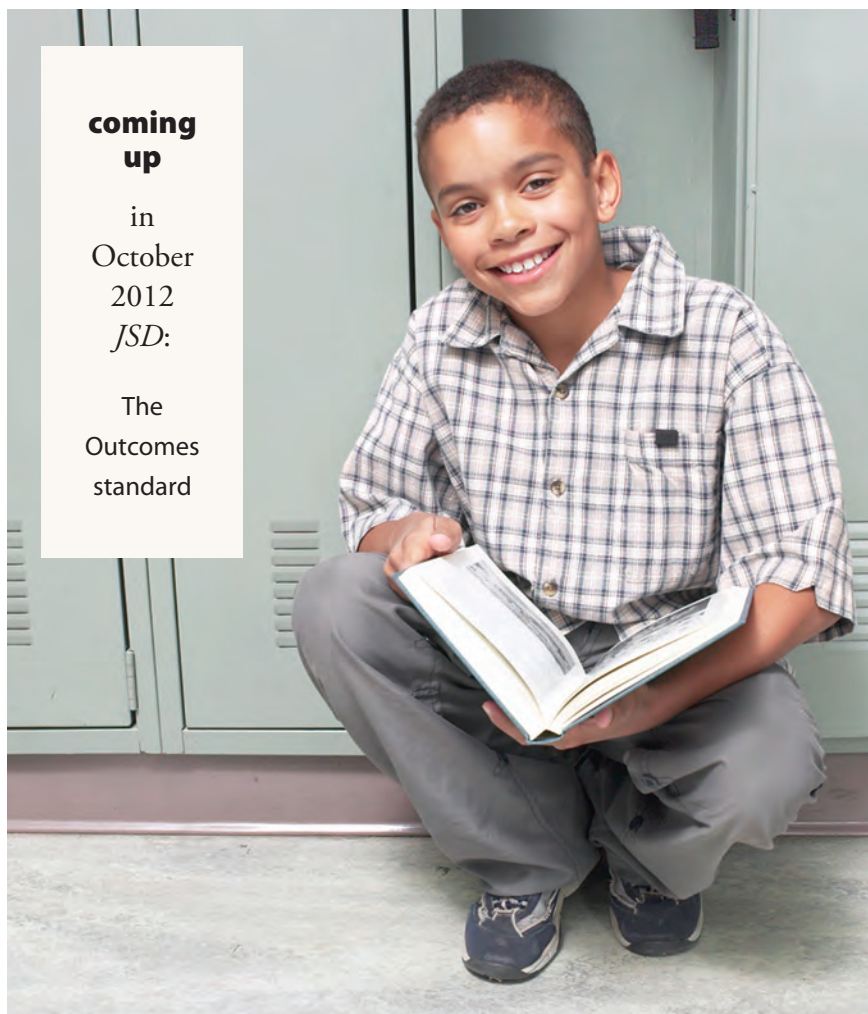
LEARNING DESIGNS

PRINCIPLES OF DESIGN ENERGIZE LEARNING COMMUNITIES:

Practical tips put the emphasis on *learning*.

By *Lois Brown Easton*

Ineffective professional learning communities threaten the concept as a whole. The answer lies in building a structure that explains what people do, and why and how they do it. Using principles of design and practical tips for implementing them can infuse educator work groups with a passion and a purpose for learning.



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in
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The
Outcomes
standard

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Collaborative culture:

If a school wants to transform a culture, everyone in it must value conversation.

By *Susan Scott*

Skillful conversations help leaders develop relationships with staff so they feel cared for, supported, and heard.

Cultural proficiency:

Acknowledge the painful history behind some common expressions — and don't repeat them.

By *Patricia L. Guerra and Sarah W. Nelson*

Taking responsibility for the effect of our words and actions even when no offense was intended is an important aspect of culturally responsive practice.

From the director:

How data can help us answer the \$2.5 billion challenge

By *Stephanie Hirsh*

Getting the Data standard right can help us understand when and how we are successful and where we need to improve.

Writing for JSD

- Themes for the 2013 publication year are posted at www.learningforward.org/publications/jsd/upcoming-themes.
- Please send manuscripts and questions to Christy Colclasure (christy.colclasure@learningforward.org).
- Notes to assist authors in preparing a manuscript are at www.learningforward.org/publications/jsd/writers-guidelines.